

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Dr. Traci Jackson Ed.D.

Official School Name: Shirley Hills Elementary School

School Mailing Address: 300 Mary Lane
Warner Robins, GA 31088-5308
County: Houston State School Code Number: 5054

Telephone: (478) 929-7824 E-mail: traci.jackson@hcbe.net

Fax: (478) 929-7121 Web URL: http://www.hcbe.net/schools/shirley-hills-elementary-school.aspx

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. James Hines Jr. Superintendent e-mail: ROBIN.HINES@hcbe.net

District Name: Houston District Phone: (478) 988-6200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Tom Walmer

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 23 Elementary schools
(per district designation) 8 Middle/Junior high schools
7 High schools
0 K-12 schools
38 Total schools in district
2. District per-pupil expenditure: 11970

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 9
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	22	25	47		6	0	0	0
K	51	38	89		7	0	0	0
1	36	42	78		8	0	0	0
2	46	42	88		9	0	0	0
3	28	27	55		10	0	0	0
4	44	41	85		11	0	0	0
5	33	56	89		12	0	0	0
Total in Applying School:								531

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
1 % Asian
37 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
47 % White
8 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 21%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	54
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	54
(3)	Total of all transferred students [sum of rows (1) and (2)].	108
(4)	Total number of students in the school as of October 1, 2009	517
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 3

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 66%

Total number of students who qualify: 351

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 80

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>33</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>28</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>2</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>9</u>	<u>2</u>
Total number	<u>63</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	97%	97%	96%
Daily teacher attendance	93%	94%	93%	93%	93%
Teacher turnover rate	1%	1%	2%	3%	2%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Shirley Hills Elementary's daily teacher attendance reflects days present in the classroom only. Days when teachers attend professional learning activities are counted as days not present in the classroom, be they state professional conferences or in-house professional learning where substitute teachers are required. Shirley Hills Elementary provides four full days of grade level professional collaboration to align instruction and assessment with GPS standards. These days require a substitute teacher in the classroom, and are thus counted as time away from the classroom, even though the teachers are present at the school. These professional collaborative planning days alone count as 2% of teacher daily attendance. If these days were included in our daily teacher attendance (present in the classroom), the teacher daily attendance rate would be at least 95%. The actual attendance rate may be higher, because attendance at conferences and county meetings are counted as days not in the classroom as well.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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Shirley Hills Elementary, founded in 1965, is one of twenty-three elementary schools in Houston County, located in central Georgia. SHES was accredited in 1974 by the Southern Association of Colleges and Schools and has maintained this accreditation since that time. The building was renovated in 1999, and a new wing of fourteen classrooms was added in 2005 as enrollment increased. In 2007, SHES was designated as a Title 1 School.

SHES is a neighborhood school, nestled in a residential area of modest, working-class homes. In 1965, SHES served a predominantly Caucasian population. The current population of approximately 550 students is racially and ethnically mixed; 47% Caucasian students and 53% minority students. Students from low income families comprise the majority of the student population; 66% of students receive free or reduced lunch.

SHES' mission is to produce academically high achieving students of good character. The collaborative culture of SHES respects and values the contributions of families and community; they are essential to the fulfillment of SHES' mission. SHES understands that what the students learn within these walls, both academically and ethically, will be taken back into the community. A powerful dynamic has evolved; SHES supports the community and the community supports SHES.

SHES' support of the community is demonstrated through many social, educational, and community outreach activities. Enjoyable activities such as the Mother/Son Dance, Father/Daughter Dance, and School Carnival build positive relationships between the school and families. Families are welcomed into the school for educational activities that support their students' achievement such as Lunch and Learn, Classroom Literacy Day, Classroom Math Day, and information nights on Math, Science, Reading, and CRCT. These are just a few of the events where families participate in hands-on activities and learn additional ways to support their student's success. SHES offers community outreach classes on parenting, computer utilization, and financial management. SHES also partners with the community for charitable projects such as Relay for Life, United Way, Ronald McDonald House, Salvation Army Canned Food Drive, and Pennies for Patients.

The community returns SHES' support in a variety of ways. Local businesses have recently sponsored SHES third grade to visit the Capitol Building in Atlanta. Shirley Hills Baptist Church generously donates school supplies. Target, Kohl's, and local restaurants provide monetary contributions and volunteer proctors. Robins Air Force Base provides volunteer tutors and educational programs such as StarBase.

Shirley Hill Elementary School's traditions reflect our investment in students' talents, character and academic performance. Talent activities include: Art on Display, performances by SHES' chorus, band and orchestra at local community festivals, and Warner Robins Christmas parade performances by SHES' Jump Rope and Dance Teams. Students who earn good behavior points go to the SHES Good Behavior Celebrations every nine weeks. Academically successful students' names are posted on the centrally located school bulletin board. Awards ceremonies are held at the end of the school year to honor students' achievements in academics, art, music, athletics, and citizenship.

Shirley Hills Elementary School's strength arises from a collaborative school culture, strong community involvement and high expectations for students' behavior and academic success. These strengths are reflected in the success of our students. Reading CRCT levels have steadily improved with 95% or more of all students meeting standards. Math CRCT scores have improved with 94% or more of all students meeting the standard except for 3rd grade (87%). The African-American and SES subpopulations scored within 2% of all students in Reading, and within 5% of all students in math. SHES is particularly proud of the fact that as economically-challenged and minority sub-populations have grown, student achievement

scores have risen concurrently. Neither poverty nor minority status is accepted as an excuse for failure; success is the only option.

As a result of this philosophy, Shirley Hills Elementary has been recognized as a School of Excellence, GAESP School Bell Recipient, Writing to Win Exemplary School of Writing Recipient, Georgia Distinguished Title I School for the past six years and recently as a 2011 Honorable Mention High Flying School for National Youth at Risk. Individual students have excelled as well; SHES' representatives won the County Oratorical Contest this year, and last year won the County Math League Competition.

Awards and recognition are not what sets SHES apart from other schools; SHES is exceptional because SHES embodies the most positive traits of a caring, extended family. SHES protects, nurtures, and educates its children, supports and uplifts the faculty and staff, and includes the families and community stakeholders in the joys and responsibilities of creating tomorrow's ethical and competent citizens. Shirley Hills Elementary exemplifies the traits of a Blue Ribbon School; commitment to academic success, dedication to building character traits that promote success, an appreciation for the magnitude of our impact as educators, and devotion to the Shirley Hills' students, families and community stakeholders.

1. Assessment Results:

Georgia uses the Criterion-Referenced Competency Tests (CRCT) to measure how well students acquire the skills and knowledge described in the Georgia Performance Standards (GPS). A score below 800 is Performance Level 1; not meeting state standards. A score of 800-849 is Performance Level 2; meeting state standards. A score of 850 and above is Performance Level 3; exceeding state standards. Information regarding Shirley Hills Elementary CRCT scores for the past five years can be found at: <http://www.gaosa.org/report.aspx>.

The data trends for Shirley Hills Elementary over the past five years show sustained improvement in reading for the overall student population and the school's two sub-populations. The reading CRCT data for 2010 show that 99% of first graders, 95% of second graders, 99% of third graders, 99% of fourth graders and 100% of fifth graders met or exceeded reading standards. The African-American and Economically Disadvantaged (SES) sub-populations compare favorably to the overall population, scoring within 2% points of the overall student population at all grade levels. The 2010 Reading CRCT data indicate that 100% of African-American students met or exceeded reading standards with the exception of 4% of the second grade African-American student population. SES students also performed well; 100% of the SES students met or exceeded reading standards with the exception of 2nd grade (95%) and 3rd grade (98%).

Gains made in reading by African-American students over the five year data reporting period are noteworthy. In first grade, only 87% of African-American students met or exceeded standards in 2006 as compared to 100% meeting or exceeding standards in 2010. In second grade, reading achievement for African-Americans dipped to 84% meeting or exceeding standards in 2009, but with strategic intervention the scores climbed to 96% African-American students meeting or exceeding reading standards in 2010. In third grade, African-American reading CRCT scores were unacceptably low in 2007 with 74% meeting or exceeding reading standards. With targeted intervention, third grade African-American reading CRCT scores steadily climbed until 100% of third grade African-American students met or exceeded reading standards in 2010. In fourth grade, 68% of African-Americans met or exceeded reading standards in 2006, but with targeted interventions, scores climbed to 100% meeting or exceeding in 2010. In fifth grade, the African-American reading CRCT scores rose from 90% meet or exceed in 2006 to 100% in 2010.

The overall student population and the African-American and SES sub-populations have demonstrated outstanding math achievement. The 2010 math CRCT scores show 97% of first graders, 95% of second graders, 87% of 3rd graders, 94% of fourth graders, and 100% of fifth graders met or exceeded math standards. Math CRCT scores for the African-American and SES sub-populations were within 5% of the overall student population at all grade levels. In summary, at least 90% of African-American and SES students met or exceeded math standards for all grade levels except 3rd grade, where 83% of African-American students and 84% SES students met or exceeded the math standards.

While the math scores are outstanding, the gains made in math by African-American students over the five year data reporting period deserve mention. In first grade, only 87% of African-American students met or exceeded math standards in 2006, rising to 97% in 2010. In second grade, 85% of African-American students met or exceeded math standards in 2007, rising to 91% in 2010. In third grade, an unacceptably low 45% of African-American students met or exceeded math standards in 2008, rising to 83% meeting or exceeding in 2010. In fourth grade, only 67% of African-American students met or exceeded math standards in 2008, rising to 97% meets or exceeds in 2010. In fifth grade, only 90% of African-Americans met or exceeded math standards in 2006, rising to 100% meets or exceeds in 2010.

In 2008, math scores took a downward turn in grades three and four (63% and 78% meets or exceeds, respectively), probably due to the switch from QCC math standards to GPS math standards first assessed

on the 2008 CRCT. The GPS standards require deeper understanding of math, focusing on critical thinking and problem solving, rather than emphasizing computational skills like the QCC. SHES hired a math tutor and made professional learning in math instruction a priority for third grade math teachers. Encouraging progress has been made; 87% and 94% of third and fourth graders respectively met or exceeded math standards in 2010.

Shirley Hills is committed to meeting the needs of all of its students. We are extremely pleased that for the past 2 years there have been no achievement gaps of 10 or more points between all students and the African American and SES sub-populations in both reading and math, for all grades. Through quality instruction, targeted intervention, and emotional and social support for its students and community, Shirley Hills Elementary is dedicated to maintaining this high level of achievement.

2. Using Assessment Results:

Each teacher conducts classroom-specific formative assessments to provide immediate feedback on individual student progress. Weekly grade level common assessments are utilized to monitor student progress and instructional quality as a whole. Pre and post tests are completed with each math unit, and reading assessments are administered quarterly. Every grade level holds two formal collaborative meetings weekly where teachers develop common formative assessments, examine student work, and discuss the instructional implications of data obtained from student work and common assessments. Teachers share best practices and devise interventions for problematic instructional areas. Informal collaboration occurs frequently as part of the collaborative culture.

In addition to the various formative assessments and typical classroom summative assessments, several computer programs such as Classworks, Kids' College, Star, and Accelerated Reader are utilized to generate student achievement data. The weekly reports generated by these programs spotlight student strengths and weaknesses on specific elements of the GPS standards; providing information that guides teachers' instructional decisions. These reports are used by the Student Support Team (SST) in conjunction with the aforementioned assessments to identify students who may qualify for Tier II or Tier III intervention.

The next level of data consists of county-wide benchmark data. The Houston County Board of Education develops Benchmark Assessments for Reading, Language Arts, and Math for grades 1-5; administered in all schools throughout the county two to three times per year. These benchmarks inform the teacher as to which students need additional instruction in specific elements of the GPS standards, and which areas of instruction may need greater emphasis as a class. Individual student benchmark data is shared with parents, and parent conferences are arranged for struggling students. SST uses benchmarks as an indicator of student progress and the effectiveness of interventions.

Shirley Hills Elementary elects to perform three mock tests in the fall, winter, and early spring for each genre of the Fifth Grade Writing Test. Data from these mock tests help the teachers adjust instruction and provide additional support for students who struggle with writing. SHES uses county-developed mock CRCT tests administered in the late winter to provide teachers with valuable data on students' academic weaknesses in specific core areas for timely, targeted intervention.

Summative data generated by the CRCT are used by school administration for long-range planning. Areas of student weakness are targeted with additional instructional resources, additional time in the school's master schedule, and additional professional learning.

3. Communicating Assessment Results:

Student performance information, including assessment data, is communicated to parents, students, and the community at frequent intervals using a variety of communication modalities. Assessment data is regularly shared with students, who actively participate in tracking their academic progress.

SHES communicates student performance and assessment data to parents using respectful, jargon-free language that addresses parental concerns. To collaboratively prepare for the state-mandated student achievement tests (CRCT), Shirley Hills invites parents and stakeholders to participate in a CRCT information night several weeks prior to test administration. Comprehensive testing information is provided, along with a question and answer session to address student, parent, and stakeholders' concerns. SHES' recent CRCT scores are explained and compared to county and state scores, so that parents may have reference points to assess SHES achievement. Students receive their individual CRCT scores in their final report card, along with an interpretive guide that assists parents in understanding the implications of the scores.

County benchmark results for language arts and math are explained to parents of struggling students during parent-teacher conferences, which are held at least twice per year. Parent conferences are held three times per year for students in the Early Intervention (EIP) reading and math programs. Quarterly assessments of reading comprehension and fluency are sent home to parents of all students in grades K-3 accompanied by a letter explaining the data. All parents receive a Record of Progress every nine weeks, and mid-term progress reports every four weeks. Parent conferences are held at the end of the first nine weeks for all students in grades K-2. Folders containing data for all of the class work activities and academic assessments are sent to parents of all students each week.

Parents and community stakeholders are invited to Math, Reading, and Science Nights at SHES, where GPS standards, instruction, and assessment in each respective area are explained. Parents and community stakeholders are invited to observe SHES classrooms during math, reading and science instruction.

Teachers routinely share assessment data with students to encourage their active participation in tracking academic progress. Rubrics are used to establish criteria for mastery, and students use these rubrics to self-assess during the learning process. Individual conferences and commentaries on student work samples provide students with detailed feedback that include praise for elements mastered and the steps necessary for future academic growth. Ensuring that students, parents and stakeholders understand assessment data is a vital component of SHES success.

4. Sharing Lessons Learned:

As a school, Shirley Hills Elementary has been involved in sharing successful instructional strategies with other schools and professional organizations. Shirley Hills Elementary has a strong commitment to the strengthening of both the Professional Learning Community (PLC) within Shirley Hills and the PLC that is comprised of the county schools. SHES has been honored to have faculty members share expertise at state level professional conferences.

SHES Better Seeking Team, our PLC data/planning committee, has shared instructional innovations and data analysis formats with the district central office personnel. Shirley Hills Elementary teachers have shared ideas concerning alignment, instruction, and assessment of ELA and math units with district level colleagues at ELA and Math unit previews. Shirley Hills administrative team has shared instructional innovations at the district level administrative PLC, Leading Edge. The Shirley Hills gifted program teacher was a presenter at the National Gifted Conference in Atlanta. She worked in conjunction with other gifted teachers in our school district to present the units of study that are taught in the gifted program throughout the school year.

Two of SHES classrooms have served as models for our school and school district. A model classroom is one that allows on-site and off-site teachers and administrators to observe best teaching practices in a

variety of subject areas. Model lessons presented in these classrooms are also shared through video streaming on the school district's website.

SHES teachers have participated in curriculum editing for reading and writing, as well as creating the district level units of study for reading and writing. SHES teachers have assisted in developing the new standards-based record of progress report cards for grades K-3. SHES teachers have taught classes for our district's professional learning unit (PLU) classes, sharing best practices of math, writing, and reading instruction.

Student teachers from local colleges and TAPP teachers have also visited and observed our classroom environments. The classroom teacher conferences with the student teacher regarding the strategies observed in the lesson to improve the student's professional practice.

Teachers also participate in professional book clubs where they share ideas and discuss strategies that can be implemented within their workshop lessons. Current book clubs include the works of Lucy Calkins and Debbie Miller.

At Early Intervention Program (EIP) meetings, SHES teachers share ideas and strategies that are effective and have been proven to help struggling students find success in the classroom environment.

1. Curriculum:

The core curriculum areas are: Reading/Language Arts, Mathematics, Science, and Social Studies. Each of these content areas is taught for approximately one hour per day utilizing the Workshop/Instructional Frameworks model. This model consists of a 7-15 minute mini-lesson, 30-40 minutes of application time for skill practice, and a 10-15 minute closure to summarize the lesson. Reading and math are integrated across the curriculum at all grade levels.

Reading/Language Arts: Kindergarteners learn the basics of the sound-print code and identify basic sight words. First graders learn more advanced phonics, build a bank of sight words, write a story with focus, and learn the rules of language and spelling. Second graders begin to read more complex texts, write independently, and learn important parts of speech, new sentence structures, and punctuation. Third graders read aloud with greater fluency and comprehension, work independently on research projects, compositions and reports, and learn the importance of conventions, spelling and correct language usage. Fourth and fifth graders read and comprehend texts from fiction, non-fiction, poetry, and drama, make connections and begin to study subjects in more formal ways. They formalize their writing skills as they increase their vocabulary and expand their control over conventions.

Mathematics: Kindergarteners learn small numbers, quantities, and simple shapes, count, compare, describe, and sort objects, and develop a sense of properties and patterns. First graders learn the concepts of ones and tens in the place value number system, add and subtract small numbers, represent quantity with numbers, models, diagrams, and number sentences, and use tools for measuring. Second graders learn place value and number relationships in addition and subtraction, use simple concepts of multiplication, measure length with appropriate units, determine perimeter, classify shapes, know the relationships of time, and count back change. Third graders learn place value, add and subtract whole numbers and decimals, and multiply and divide whole numbers, understand length, perimeter, area, time, and the characteristics of geometric figures. Fourth graders will add and subtract decimals and common fractions with common denominators, use rounding appropriately, measure angles with appropriate units and tools, and will learn the characteristics of geometric plane and solid figures. Fifth graders will multiply and divide whole numbers and decimals, investigate algebraic expressions, compute area and volume of simple geometric figures, and learn congruent shapes and the relationship of circumference of a circle to its diameter.

Science: The science curriculum is focused on hands-on, inquiry-based, student-centered instruction. Content standards and Characteristics of Science standards are co-requisites. Kindergarteners learn about day and night, sorting rocks and soils, the five senses, composition of materials, basic motion, living and non-living, plants and animals, and parents and offspring. First graders learn weather patterns and seasons, sound, shadows, and magnets, and the characteristics and basic needs of living things. Second graders learn patterns of celestial bodies, changes in the Earth's surface, changing attributes of materials, states of matter, energy and motion, and life cycles. Third graders learn rocks and minerals of Georgia, soils, weathering, fossils, heat energy, magnets, habitats, pollution, and conservation. Fourth graders learn about the solar system, weather data and forecasting, light, sound, simple machines, gravity, ecosystems, food webs/chains, and adaptation. Fifth graders learn landforms, constructive/destructive forces, conservation of matter, physical and chemical change, classification of organisms, inheritance of traits, and cells.

Social Studies: Kindergarteners learn American holidays and symbols, basic concepts of cultural and physical geography, traits of good citizens, and basic economic concepts. First graders learn historical figures and their contributions and positive characteristics, and explore basic geographic and economic concepts. Second graders learn historical figures in the Georgia, Creek, and Cherokee cultures, the geography of Georgia, and basic concepts of government and economics. Third graders learn the origins

of American democracy and associated historical figures, basic economic concepts, and the foundations of a republican form of government. Fourth graders learn American history from Native American cultures until the Civil War, the impact of geography on history, economic concepts, and civic rights and responsibilities. Fifth graders learn American History from the Civil War until the present, the influence of geography on U.S. History, amendments to the U.S. Constitution, and further economic concepts.

Visual and performing arts: Each week, all students attend both fifty minutes of art and fifty minutes of music instruction offered by Instructional Specialists. The Art Club, open to grades 4-5, meets for an hour after school each week to develop art works to beautify the school. SHES offers Chorus, Band, and Orchestra to students in grades 4-5. Students regularly perform at community events, such as the Georgia National Fair.

PE, Health, and Nutrition: All students have at least 100 minutes per week of PE, Health, and Nutrition instruction offered by an Instructional Specialist. SHES offers Jump Rope, Dance Team, Junior Master Gardeners, and Ecology Club to grades 4-5.

2. Reading/English:

The reading curriculum adopted by Houston County is implemented through Balanced Literacy while encompassing the GPS standards. Instruction is delivered through the Reading Workshop model. This model opens with a 15 minute mini-lesson, where the teacher presents a specific teaching point, provides an opportunity for small group guided practice, and individual application of the teaching point. The mini-lesson is followed by 40 minutes of individual, independent reading on the students' instructional levels with individual teacher-student conferencing. The workshop concludes with a ten minute summary. Students who are reading below grade level are identified through on-going assessments such as running records, frequent formative assessments, common assessments, summative unit tests and county benchmarks. After data analysis, students are offered targeted services.

At risk students are served by EIP (Early Intervention Program) teachers or the Achievement Specialist in their classroom (the augmented method). Differentiated instruction, based on intervention plans, is offered daily through small guided reading groups or strategy groups. Students are given a variety of texts on instructional and independent reading levels, as well as the opportunity to choose books based on their own interests. Flexible grouping allows the student to progress through reading levels at his own rate of learning. Opportunities to improve fluency and increase reading independence are presented through Readers Theater, book buddies, peer teaching and Reading Recovery (an intervention for at risk first graders).

School initiatives include grade level tutorials with one-on-one instruction throughout the day and after school. Additional efforts include collaborative meetings between classroom teachers, support teachers and administration to share strategies. Reading support is available across the curriculum through leveled science and social studies texts. Computer programs such as Classworks, Accelerated Reader, and Kids' College provide student-friendly reading support and generate teacher reports. These reports include reading comprehension information and specific areas for re-teaching; providing valuable data to guide instruction.

Along with classroom interventions, parents are given an opportunity for involvement in their child's education. Parents are invited to participate in the classroom on designated Reading Days where they see first-hand the expectations of the reading curriculum and learn strategies to reinforce lessons at home. Shirley Hills also provides support through the Student Support Team, made up of teachers and administrators, who meet regularly to discuss individual student progress and interventions. Parent workshops are available throughout the year to provide strategies for assisting their child with reading homework, test taking skills and academic success.

3. Mathematics:

The mathematics curriculum at Shirley Hills Elementary encompasses the Georgia Performance Standards for mathematics, utilizing the workshop model to deliver instruction. This model introduces content with a 10-15 minute teacher driven mini-lesson, followed by student application of skills for 30-45 minutes and concludes with a teacher and student focused wrap-up lasting 10-15 minutes. During the mini-lesson, Shirley Hills' teachers use explicit instruction which includes utilizing visual models, verbalizing thought processes for problem solving, and demonstrating strategies and multi-step directions. Teachers work to progress the students through the content by starting with concrete tasks, transitioning to pictorial representations and ultimately solving problems abstractly using algorithms. The student work session is a time for guided student practice, flexible grouping activities and performance tasks. As students work in small group sessions, the regular education, special education, EIP teachers and SHES math tutors are able to provide direct support, verbal feedback and remediation. Teachers guide their instruction based on these informal assessments.

Shirley Hills Elementary provides mathematics support to struggling students in a variety of ways. Students identified as Special Education or EIP are served by teaching specialists and receive targeted instruction throughout the year. Both EIP and Special Education students are served using the collaborative model where students remain in their general education classroom and the special education or EIP teacher comes in to assist their students and others in the classroom. Students benefit from this model because they are not singled out from their peers, and they receive the benefits of exposure to the same instruction as their peers.

Instructional strategies used by EIP and Special Education teachers are determined utilizing data from frequent formative classroom assessments, classroom summative assessments, and Houston County Benchmark assessments. In addition to the individual and small group work that takes place during the 40 minutes of math application time, at-risk students receive individual and small group tutoring during non-instructional time before school, during school and after school. Math support also occurs during weekly computer lab practice using the research-based programs Classworks and Kids' College. These programs provide differentiated practice activities for students and assessment data for teachers. School-wide activities that support mathematics instruction include an Estimation Station, Measurement Day, World Math Day and Math Night for parents. Shirley Hills also implemented PRIDE, a bi-weekly day for remediation and enrichment activities for the current unit of math study.

4. Additional Curriculum Area:

The science curriculum at Shirley Hills Elementary is based on the Georgia Performance Standards (GPS) for Science, which is aligned to the National Research Council's National Science Education Standards. Since science literacy depends upon critical thinking and investigative skills, as well as a body of knowledge, GPS science standards are classified in two groups: Characteristics of Science and Content. Characteristics of Science standards address critical thinking and investigative skills such as observation, scientific measurement, data analysis, research, and communication. Science Content standards encompass Earth Science, Physical Science, and Life Science. Instruction is organized so that Content and Characteristics standards are taught concurrently as co-requisites. The Instructional Frameworks model is utilized to ensure instruction is delivered through a hands-on, student-centered inquiry based approach. This model introduces content with a 10-15 minute mini-lesson, followed by 30-40 minutes of student investigation, and concludes with a 5-10 minute summary.

The hands-on, student-centered, inquiry based approach provides opportunities for both academic and social growth; supporting SHES' mission of producing high achieving students of good character. Academic growth is enhanced through the integration of math and literacy throughout the science curriculum. Math skills are strengthened as they are applied to data analysis in scientific investigations; written and oral communication skills are enhanced through research reports; and reading comprehension skills improve as students conduct their research using technology and non-fiction texts. Critical thinking, essential in all subject areas, is developed as students use the scientific method to make inferences,

examine their data, and test their hypotheses. Students' social growth and character development is advanced through participating in collaborative problem solving teams as part of their scientific investigations. Students learn to take responsibility for their duties on the team, value the contributions of others, communicate clearly and respectfully, and utilize teamwork to solve problems.

Students have an opportunity to envision and experience how science is applicable to real-world situations. The Junior Master Gardeners' Club, whose curriculum is provided by UGA, has developed and maintained a student garden. At The Museum of Aviation, students use an actual flight simulator and learn about avionics. Fourth and fifth grade students participate in DOD StarBase, a museum-based 25-hour instructional program where students learn physics, math, goal-setting, and teamwork through rocket building and computer simulations. Through these programs, students are exposed to career possibilities in science, technology, engineering and math, expanding their horizons and building their dreams.

5. Instructional Methods:

Differentiated instruction at SHES recognizes that all students have unique learning styles, preferences, and needs. Effective differentiation requires on-going assessment. Frequent formative assessments are utilized to ascertain students' instructional needs and response to strategic instructional interventions. Data guides instructional decisions as teachers develop differentiated instruction tailored to each of their student's needs.

At Shirley Hills, instruction is modified to optimize student achievement through several best practices for learners. Differentiated instruction within our different subgroups include: instruction in preferred learning style, multi-sensory lessons, flexible skills grouping, preferential seating, graphic organizers, visual charts, experiential off site learning, and the utilization of assistive technology. The use of Smart Boards has also become a valuable teaching tool within the classroom, promoting the engagement of all learners through interaction. Tiered activities are developed through the use of Bloom's Taxonomy. Informal questioning is based on the teacher's reasonable expectations for each student; scaffolding is provided to encourage rigor and critical thinking.

The workshop model, used in reading, writing, and math instruction, allows the teacher adequate time for whole group direct instruction (15 minutes), while allowing the majority of time to be spent in small group and individual application (40 minutes) so that the teacher may individualize instruction, and work with small groups and individuals as needed. In reading, differentiated instruction takes the form of guiding reading groups, strategy groups, literature circles, readers' theater, celebrations, and book clubs. In writing, teachers meet diverse needs through writing strategy groups, partnerships, author's chair, and celebrations. Individual spelling inventories allow teachers to group students based on their developmental spelling abilities. In math, differentiation occurs through the use of strategy groups and math stations, which include games, computers, small groups, flash cards, and independent practice.

Teachers engage in conferences with individual students in all subject areas. Conferences are held at the student's desk, so that surrounding students are also able to listen and learn. Anecdotal notes taken during conferences are used to arrange flexible groups. During these conferences, the teacher focuses on individual needs and provides specific, targeted feedback. Informal and formal conferences are used to individualize instruction to the student's specific needs.

SHES strives to remove barriers to learning and provide the individualized instruction that empowers all students to achieve their highest levels of mastery. We are committed to helping each student maximize his/her learning potential. We believe our success as teachers is measured by the achievement of our students.

6. Professional Development:

At Shirley Hills Elementary, the Professional Learning program is standards-based, data-driven, results-oriented, job-embedded, and collaborative. School level data used to establish professional learning

priorities include: CRCT scores, ITBS scores, 5th Grade Writing Assessment scores, Houston County Literacy Inventory (HCLI), school benchmark data, and disciplinary data. School level professional learning priorities are established by the Instructional Chairs Committee and aligned with achievement goals based on GPS standards.

Full day site-based programs have included: The Role of the Educator in a Professional Learning Community, Understanding the Frameworks of Poverty, Promoting Higher Order Thinking Skills, Instructional Methods in Standards-Based Classrooms, and Using Assessment to Promote Achievement. SHES provides its faculty with three full days each year of collaborative planning to align assessment and instruction with GPS standards. From 2007-2009 SHES obtained the services of a part-time literacy coach, whose duties included coaching individual teachers through modeled reading and writing lessons. SHES faculty includes two county-recognized model teachers whose classrooms are open to all teachers who wish to improve their professional practice.

SHES provides opportunities to improve professional practice through attendance at high value conferences. Conference attendees are selected based on their commitment to implementing and sharing their learning with colleagues. Conferences over the past five years have included Georgia Council of Teachers of Mathematics, IRA, Dodge Reading and Writing Conference, Lucy Calkins Writers Workshop, Rasinski Reading Fluency, Ahead of the Curve Assessment Summit, SDE Kindergarten conference, NAGC Conference, Georgia Association of Educational Leaders (GAEL), RTI, and CRCT preparation.

Houston County provides two days of professional learning each year based on the GPS standards. During these two days each year, teachers and administrators learn best practices for instruction and assessment of the GPS standards. Houston County offers courses held after school and in the summer, free of charge, for teachers to meet their certification requirements or improve professional practice. SHES teachers and administrators have taken advantage of additional training opportunities offered through Houston County, such as endorsements in Reading, Gifted Education, ESOL, Teacher Support Specialists, and NSDC Coaches training. Administration and BST attend the yearly Houston County Leadership Summit to share best practices in instruction.

The SHES professional learning program, with its emphasis on quality instruction and assessment aligned with GPS standards has improved student achievement. Reading CRCT levels have steadily improved with 95% or more of all students meeting standards. Math CRCT scores have improved with 94% or more of all students meeting the standard except for 3rd grade (87%).

7. School Leadership:

The leadership philosophy at SHES is founded on the premise that every person at SHES has an important contribution to make towards the achievement of our students. SHES staff, faculty, and administration share the common mission of providing for the physical, emotional, social, and educational needs of our students. The Principal demonstrates that no role is unimportant as she steps in for an absent lunchroom monitor and sweeps the cafeteria, tutors students before school, or chaperones a school social. The collaborative culture at SHES means no team member faces a challenge alone; and the responsibility for the students' success is shared by all adults in the school.

The leadership structure at SHES is designed so that policies are implemented via collaboration between administration and faculty. The Principal chairs the schools' data management/planning team, Better Seeking Team (BST). This team meets monthly to review school-wide data and consider long range planning and allocation of resources to promote student achievement. The Assistant Principal for Instruction oversees the Instructional Chairs (IC) Committee, which meets monthly to consider instructional and assessment strategies that enhance student achievement. The Assistant Principal for Discipline meets monthly with the Character Education/Disciplinary Committee (CE/DC) to promote behavior management that supports student achievement. The BST, IC and CE/DC are comprised of a representative from each grade level and all the various support departments; no one teacher serving on more than one committee. Grade level teams hold two collaborative meetings each week to review

assessment data, examine student work and determine best instructional practices. Leadership capacity is built by giving all team members the opportunity to lead.

Parents are an integral part of the SHES family; they are included in the Parent Action Team, School Council, PTO, and SST/RTI. Parents on these teams provide advisement on SHES School Improvement Plan, financial support for additional classroom resources, and emotional support as they come to school to participate in their children's educational activities.

SHES' students contribute to school leadership as well. Through Student Council, chaired by the school counselor, students participate in peer tutoring. Older SHES students act as "Book Buddies" to encourage reading in lower grades. The CE/DC has student representatives who contribute their insight on school-wide discipline matters.

SHES values and respects the unique contributions of each team member as we strive to provide the best educational environment possible for our students. Our students' success is our highest priority.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2005-2010 (published yearly)

Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS/EXCEEDS	96	97	91	97	92
EXCEEDS	55	52	40	46	52
Number of students tested	87	75	78	91	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS/EXCEEDS	93	95	87	100	93
EXCEEDS	39	42	30	42	37
Number of students tested	46	43	47	12	27
2. African American Students					
MEETS/EXCEEDS	97	93	90	97	87
EXCEEDS	47	36	30	24	29
Number of students tested	30	28	30	33	24
3. Hispanic or Latino Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS/EXCEEDS			76	93	82
EXCEEDS			29	47	9
Number of students tested			17	15	11
5. English Language Learner Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES:					

11GA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2005-2010(published yearly)

Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS AND EXCEEDS	99	99	94	95	91
EXCEEDS	51	60	54	53	38
Number of students tested	87	75	78	66	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS AND EXCEEDS	100	98	91	100	85
EXCEEDS	39	51	49	42	4
Number of students tested	46	49	47	27	30
2. African American Students					
MEETS AND EXCEEDS	100	96	97	94	87
EXCEEDS	40	61	50	36	33
Number of students tested	30	28	30	24	26
3. Hispanic or Latino Students					
MEETS AND EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS AND EXCEEDS			82	93	91
EXCEEDS			18	53	45
Number of students tested			17	15	11
5. English Language Learner Students					
MEETS AND EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS AND EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES: Information recorded on Edition/Publication Year and Publisher of the Criterion Referenced Competency Test was provided by Joe Blessing, CRCT Specialist, Georgia Department of Education.					

11GA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2005-2010 (published yearly)

Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS/EXCEEDS	95	91	94	90	95
EXCEEDS	37	22	28	29	44
Number of students tested	57	87	82	68	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS/EXCEEDS	95	87	91	86	97
EXCEEDS	33	12	12	23	40
Number of students tested	40	60	43	22	30
2. African American Students					
MEETS/EXCEEDS	92	88	87	85	93
EXCEEDS	22	13	13	12	28
Number of students tested	23	32	31	26	29
3. Hispanic or Latino Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS/EXCEEDS	80	67	81	82	89
EXCEEDS	10	20	25	27	27
Number of students tested	10	15	16	11	15
5. English Language Learner Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES:					

11GA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2005-2010(published yearly)

Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS /EXCEEDS	95	92	94	96	98
EXCEEDS	40	49	41	66	52
Number of students tested	57	87	82	66	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS /EXCEEDS	95	90	91	86	100
EXCEEDS	35	42	33	50	53
Number of students tested	40	60	43	22	30
2. African American Students					
MEETS /EXCEEDS	96	85	87	93	97
EXCEEDS	35	41	32	62	50
Number of students tested	23	32	31	26	30
3. Hispanic or Latino Students					
MEETS /EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS /EXCEEDS	90	74	87	91	100
EXCEEDS	10	47	19	55	31
Number of students tested	10	15	16	11	16
5. English Language Learner Students					
MEETS /EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS /EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES:					

11GA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2005-2010 (published yearly)

Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS/EXCEEDS	87	94	64	97	98
EXCEEDS	37	57	32	41	44
Number of students tested	83	82	63	88	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS/EXCEEDS	85	92	52	92	97
EXCEEDS	25	40	20	24	36
Number of students tested	57	42	44	25	28
2. African American Students					
MEETS/EXCEEDS	83	93	44	94	96
EXCEEDS	24	37	10	17	26
Number of students tested	29	30	29	35	23
3. Hispanic or Latino Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS/EXCEEDS	42		40	75	
EXCEEDS	17		20	17	
Number of students tested	12		10	12	
5. English Language Learner Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES:					

11GA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2005-2010(published yearly)

Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS/EXCEEDS	99	98	90	85	93
EXCEEDS	34	38	40	34	32
Number of students tested	83	82	63	88	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS/EXCEEDS	98	95	86	80	86
EXCEEDS	23	21	30	8	21
Number of students tested	57	42	44	25	28
2. African American Students					
MEETS/EXCEEDS	100	93	83	74	91
EXCEEDS	17	27	7	17	30
Number of students tested	29	30	29	35	23
3. Hispanic or Latino Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS/EXCEEDS	92		90	67	
EXCEEDS	17		30	17	
Number of students tested	12		10	12	
5. English Language Learner Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES:					

11GA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2005-2010(published yearly)

Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS/EXCEEDS	94	88	78	92	82
EXCEEDS	46	43	19	34	30
Number of students tested	85	60	89	65	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS/EXCEEDS	92	88	72	86	74
EXCEEDS	29	33	12	18	22
Number of students tested	48	13	42	22	23
2. African American Students					
MEETS/EXCEEDS	97	84	67	86	73
EXCEEDS	17	21	6	10	14
Number of students tested	29	24	33	31	22
3. Hispanic or Latino Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS/EXCEEDS	86		46		30
EXCEEDS	43		13		0
Number of students tested	14		15		10
5. English Language Learner Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES:					

11GA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2005-2010 (published yearly)

Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS\EXCEEDS	99	95	97	92	83
EXCEEDS	38	40	33	25	31
Number of students tested	85	60	89	65	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS\EXCEEDS	100	92	95	95	74
EXCEEDS	25	28	33	18	13
Number of students tested	48	40	42	56	61
2. African American Students					
MEETS\EXCEEDS	100	92	97	96	68
EXCEEDS	17	25	18	10	18
Number of students tested	29	24	33	21	22
3. Hispanic or Latino Students					
MEETS\EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS\EXCEEDS	100		93		40
EXCEEDS	36		13		0
Number of students tested	14		15		10
5. English Language Learner Students					
MEETS\EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS\EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES:					

11GA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2005-2010 (published yearly)

Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS/EXCEEDS	100	98	97	94	94
EXCEEDS	56	49	60	45	62
Number of students tested	68	92	80	86	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS/EXCEEDS	100	98	97	88	96
EXCEEDS	49	37	54	24	64
Number of students tested	47	49	39	29	25
2. African American Students					
MEETS/EXCEEDS	100	97	96	97	90
EXCEEDS	36	32	48	19	52
Number of students tested	32	37	25	31	21
3. Hispanic or Latino Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS/EXCEEDS		84		69	79
EXCEEDS		17		0	29
Number of students tested		12		13	14
5. English Language Learner Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES:					

11GA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Criterion Referenced Competency Test

Edition/Publication Year: 2005-2010 (published yearly)

Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS/EXCEEDS	100	98	99	94	90
EXCEEDS	49	26	31	30	20
Number of students tested	68	92	80	83	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS/EXCEEDS	100	98	97	90	84
EXCEEDS	21	24	26	28	16
Number of students tested	47	49	39	29	25
2. African American Students					
MEETS/EXCEEDS	100	100	96	90	90
EXCEEDS	16	14	28	10	14
Number of students tested	32	37	25	31	21
3. Hispanic or Latino Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS/EXCEEDS		92		70	79
EXCEEDS		0		8	0
Number of students tested		12		13	14
5. English Language Learner Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES:					

11GA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS/EXCEEDS	94	93	85	94	92
EXCEEDS	46	44	43	39	46
Number of students tested	380	396	392	396	373
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS/EXCEEDS	92	91	81	88	91
EXCEEDS	34	31	26	24	52
Number of students tested	238	234	220	110	133
2. African American Students					
MEETS/EXCEEDS	93	91	78	92	88
EXCEEDS	30	27	22	17	42
Number of students tested	143	151	162	146	120
3. Hispanic or Latino Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS/EXCEEDS	74	93	65	78	82
EXCEEDS	25	22	20	26	23
Number of students tested	47	50	67	57	57
5. English Language Learner Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES:					

11GA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS/EXCEEDS	98	96	95	92	91
EXCEEDS	38	42	40	41	35
Number of students tested	380	396	392	396	374
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS/EXCEEDS	98	94	93	89	86
EXCEEDS	28	33	34	29	29
Number of students tested	238	234	220	110	133
2. African American Students					
MEETS/EXCEEDS	99	93	92	88	87
EXCEEDS	24	32	30	27	29
Number of students tested	143	151	162	146	120
3. Hispanic or Latino Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
4. Special Education Students					
MEETS/EXCEEDS	95	88	87	80	73
EXCEEDS	17	24	16	33	21
Number of students tested	47	50	67	57	57
5. English Language Learner Students					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
6.					
MEETS/EXCEEDS					
EXCEEDS					
Number of students tested					
NOTES:					

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